DOCUMENT RESUME

ED 228 477 CE 035 654

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TITLE Project PACCE CBAE Materials User's Guide.
INSTITUTION Urbana Adult Education Center, Ill.
SPONS AGENCY Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
PUB DATE Jun 82
NOTE 73p.
AVAILABLE FROM Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 ($2.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Education; Annotated Bibliographies; *Classroom Techniques; *Competency Based Education; Definitions; *Educational Practices; Guidelines; Instructional Materials; Program Implementation; *Teaching Methods
IDENTIFIERS *310 Project; *Project PACCE

ABSTRACT

A product of Project PACCE (Providing Professional Development, Assessment, and Coordination of Competency Based Education), this guide is Assessment, and Coordination of Competency Based Education), this guide is designed to introduce adult educators to competency-based adult education (CBAE) in a manner that is informative, yet non-technical. Included in the three sections of the guide are 10 common questions regarding CBAE, guidelines for using CBAE, and a summary of CBAE teaching techniques. A brief list of resources, a sample CBAE unit, and additional notes discussing the nature and scope of CBAE are appended. Concluding the guide is an annotated bibliography of various published and unpublished CBAE instructional materials that contains information concerning each item's curriculum area, instructors' ratings of the item, and the agency or person responsible for disseminating the item. (MN)

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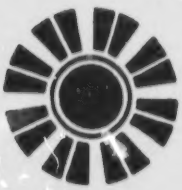
PROJECT PACCE
CBAE
MATERIALS USER'S GUIDE



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A special demonstration project conducted under provisions of Section 310 of the Federal Adult Education Act, P.L. 95-561, as amended, and funded by the Illinois State Board of Education, Adult and Continuing Education Section.

035 654

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred.

URBANA ADULT EDUCATION
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JUNE 1982

PROJECT P. A. C. C. E.

PROVIDING PROFESSIONAL DEVELOPMENT, ASSESSMENT, AND COORDINATION OF COMPETENCY-BASED EDUCATION

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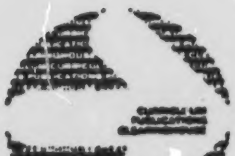

This publication is available from:

CURRICULUM PUBLICATIONS CLEARINGHOUSE
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

800-322-3905 (toll free in Illinois)
309-298-1917 (from outside Illinois)

ACKNOWLEDGEMENTS

I would like to thank all the "Project P.A.C.C.E." CBAE consultants for their insights, opinions, and information that should prove to be a valuable asset to other adult educators interested in the implementation of Competency-based Adult Education. This "guide" will help us serve the adult student in the highest tradition possible.

A special thanks to Mary Ann Freeman, whose expert typing skills proved invaluable; to Dee Ann Phillips, who designed the beautiful cover and section pages in a very professional manner; to Jim Roth for his valuable assistance; to John Muirhead, whose editing skills and suggestions were excellent; and to the Adult and Continuing Education Section of the Illinois State Board of Education for their assistance in this endeavor.

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WELCOME TO COMPETENCY-BASED ADULT EDUCATION: AN INTRODUCTION

Adult Educators are an asset to our society. We interact with individual students in a wide range of teacher/learner situations. We are always looking for better teaching methods, materials; anything that will help us in our quest to rid our society of illiteracy. Our job is never done, for we strive to better ourselves as well as our students.

We are good at what we do! We are dedicated, we are disciplined. Most of all, we are innovative. We mold our teaching to fit our students.

We are also aware of any new insights and teaching techniques that are introduced into our field. Such a new teaching technique is CBAE. These four letters stand for Competency-Based Adult Education.

It is the intent of this "guide" to introduce adult educators to CBAE in a manner that is informative, yet non-technical. Educators should feel comfortable after digesting new information. They cannot implement what they do not understand. Like most innovative techniques, much meaning seems to be lost in the translation from technical jargon to actual implementation. While being leery of oversimplification, the material and information presented in this guide will be constructed in such a manner as to be both beneficial and worthwhile and will help ease adult educators' apprehension regarding CBAE.

The guide's format and information presented was agreed upon by a group of fifteen CBAE consultants whose familiarity with, and in most cases, actual use of CBAE in classroom settings, was deemed a valuable "pool" of knowledge that should be shared with other adult educators. They were asked to participate in a CBAE consultant's workshop in Urbana, and this represents the culmination of their input along with the research and ideas of the project coordinator.

Welcome to the world of Competency-Based Adult Education. Good luck in your efforts to introduce CBAE into your classroom!

SECTION ONE

TEN COMMON QUESTIONS REGARDING CBAE

Q: WHAT IS CBAE?

A: CBAE means many things to many people, but for the sake of consistency, we will use the following definition as our reference point regarding the information presented in this guide. The Report of the USOE Invitational Workshop on Adult Competency Education, 1978, defined CBAE as "a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society."

Q: WHO USES CBAE?

A: Many of your colleagues have already begun integrating CBAE into their classrooms. You probably use some form of CBAE in your class already! Some programs have introduced this concept and have had varying successes. Many states have supported CBAE pilot programs and/or research and special projects in this area.

Q: AM I USING CBAE?

A: You are if:

COMPETENCIES ➧ 1. You utilize prescribed objectives and outcomes.

ASSESSMENT ➧ 2. You pre-assess and post-assess students.

FUNCTIONAL LITERACY ➧ 3. You integrate <u>basic skills</u> with <u>life skills</u>.

CERTIFICATION ➧ 4. You certify mastery of competencies.

CBAE in its purest form!

Q: HOW DO I INCORPORATE CBAE INTO MY CLASSROOM?

A: Initially, you utilize an "interest survey" or "needs assessment" as a student enters your class. Utilizing the assessment, the appropriate materials are selected. (Many instructors have utilized CBAE as a supplement to other classroom goals and assignments. A sort of inducement--something the student feels he/she needs in addition to, perhaps a GED. Many instructors have made CBAE their "core curriculum." The choice is yours!) Competencies are selected by the instructor or in some cases, the instructor and student agree upon specific outcomes. Teaching and learning strategies are mapped out (unless they are available within the selected materials), and methods of evaluation (accountability) are selected that are conducive not only to the selected topic and/or materials, but also the class level of the student. (i.e., a pencil and paper evaluation may not be appropriate for a student who reads at a "0" level.) Records must also be maintained detailing student progress. A number of steps must be undertaken before a student achieves mastery over a topic. One of the main selling points of CBAE is, that should there be turnover of staff, or should the student be promoted (i.e., ABE I to ABE II), these records will pinpoint student progress that will allow the student the opportunity to continue his/her studies in an uninterrupted manner. Good records will certify mastery that in turn leads to accountability.

Q: DO I HAVE TO WRITE MY OWN MODULES BEFORE I CAN IMPLEMENT CBAE INSTRUCTION IN MY CLASS?

A: No, not at all. A wide array of CBAE modules and materials currently exist. These materials are excellent. Most were developed by practicing adult educators from funds provided through Special Project monies. Other materials are available from publishers who have joined the CBAE "bandwagon."

For example--"Project Process" developed 16 CBAE modules for dissemination through the Curriculum Publications Clearinghouse located at Western Illinois University in Macomb. They deal with topics that students had expressed interest in through a "Needs Assessment." Practicing adult educators from Urbana Adult Education developed the modules, and they are widely acclaimed. "Project Choice" developed a complete "Adult Performance Level" curriculum integrating basic skills with life skills. These units are constantly being updated.

The Clovis, California Adult Education Program has developed over 90 CBAE modules covering a multitude of topics. They are available for a nominal fee.

YES--the materials <u>are</u> out there! It is simply a matter of acquiring what is needed. ESL modules, you say? Yes--Providence (R.I.) Adult Education Department has developed them for you!

Q: WON'T IT TAKE A LOT OF ADDITIONAL PREPARATION ON MY PART?

A: Like any attempt to introduce or develop new curriculum, yes, it will involve additional time and effort on your part. But, CBAE does not have to replace your entire curriculum at once. It can be introduced in stages, thus allowing you more time for preparation. Remember, it's not that different from what you are already attempting as an adult educator. You will need to ascertain your student's needs and interests, select appropriate materials, design a record-keeping system, and update curriculum and/or materials periodically. You do most or all of this already. All this is time-consuming. There are numerous benefits associated with CBAE usage. In Louisiana it was demonstrated that attendance improved with the usage of CBAE. In other programs and classrooms in Illinois, math and reading levels have improved vastly over a short period of time using this method. Remember the Urbana Adult Education motto, "Students learn best that which has a personal meaning for them." When students have a choice in what they study and have access to the necessary materials, they tend to respond in a more positive manner.

Q: WON'T MOST OF THE STUDENTS THINK THAT THE TOPICS ARE TOO EASY?

A: No! The student selects the topic(s) he/she desires to study. The only exception to this rule involves "External High School

Diploma" programs (i.e., New York, California, etc.) or diploma awarding programs based on life skills curriculum (i.e., Illinois, Louisiana, etc.) where a "set" curriculum must be mastered before certification is awarded.

Students rarely complain about the topic or curriculum regarding CBAE programs, but may complain about the reading level. However, adult students should be given appropriate reading comprehension tests before class placement, which would alleviate improper selection of material based on the reading level of the student. There exists a multitude of good CBAE materials written on both ABE levels as well as secondary level. With careful regard to proper placement, the topics should not be too easy, nor should they be too difficult. A student who desires to gain knowledge of a particular life skill, i.e., "how to tell time," very seldom finds the desired topic too easy or trivial.

Q: IS THIS REALLY ANY DIFFERENT THAN USING BEHAVIORAL OBJECTIVES AS STEPS TOWARD CLASS GOALS?

A: Not really, but there exists more to CBAE than just a set of behavioral objectives. They are referred to as "competencies." Carol Kasworm ("Competency-Based Adult Education: A Challenge for the 80's") describes these competencies as "key information and skills that define the direction and scope of an individual's learning."

Therefore, "competencies" and "behavioral objectives," it can be argued, are indeed the same thing. Only the jargon changes. An instructor who uses prescribed behavioral objectives as steps toward class goals already understands a very important aspect of CBAE. To get a student from Point A tc B, a master plan must be utilized. Whereas, a non-CBAE practitioner uses "behavioral objectives," a CBAE educator uses "competencies." The thrust behind CBAE is the integration of life skills with basic skills with a mastery of both. To become "competent" in a "life skill" area.

Q: WHERE CAN I OBTAIN MATERIALS THAT HAVE BEEN USED WITH SUCCESS IN THE CLASSROOM ENVIRONMENT?

A: At the end of this guide you will find a "Project P.A.C.C.E. Competency-Based Adult Education Bibliography" that was compiled in December 1981 after four months of researching which CBAE (life skills, life-coping skills, survival skills, etc.) materials are being used by adult educators in Illinois in their classrooms.

This bibliography represents an attempt to ascertain to what extent CBAE materials are being used, for what specific purpose they are being used, and whether or not they are meeting the need for which they were intended. Individual instructors were asked to rate the materials and make relevant comments regarding the materials.

While this list is by no means all-inclusive or exhaustive of CBAE materials being utilized in Illinois, it is an attempt to determine what is being used, and represents a compilation of responses from questionnaires sent to several adult education sites.

Those instructors interested in CBAE are encouraged to review some of the materials listed in the guide for relevancy to their particular curriculum needs. Disseminators are listed.

An outstanding method of obtaining relevant materials is by communicating with instructors using CBAE at local, regional and State staff development activities for tips regarding CBAE materials.

Reviewing materials made available by publishers is also a good method, as many publishing companies have joined the "CBAE bandwagon."

Whichever method(s) you choose, the results should be rewarding and satisfying for you and your students!

Q: WHERE CAN I OBTAIN ADDITIONAL HELP I MAY NEED DURING THIS IMPLEMENTATION PERIOD?

A: There exists a cadre of individuals who have demonstrated an awareness of and success with CBAE, either in a classroom setting, as a CBAE project staff member, or CBAE consultant.

Individuals are available, usually on a consultant basis, to adult education programs in Illinois. For information regarding consultants in your geographic area, consult the Regional Service Center for your area or the Adult and Continuing Education Section, Illinois State Board of Education in Springfield.

For a nationwide list, a "CBAE Dissemination Network" has been in existence for some time to help adult educators find suitable CBAE materials, articles, studies, consultants, workshops, CBAE staff development activities, etc. To enter the network, contact Mr. James T. Parker, United States Department of Education in Washington, D.C.

SECTION TWO

USING CBAE

The following is a step-by-step approach to CBAE. The format used will help instructors understand the various components of CBAE. Each component will be explained with the help of examples from actual CBAE modules with the exception of "Record-keeping." Most CBAE modules use this or a similar format.

STEP ONE ➡ ASSESSMENT: This takes two distinct forms. The first is called the "needs assessment" by most practitioners. This, in essence, is a survey administered to each entering student to ascertain specific needs and wants related to educational goals. (For your convenience, a "Project Process Assessment" is included in this section.) Instructors should note that lower level students may require help completing this tool.

Information gathered from this instrument should help the student and teacher open lines of communication regarding what the student wishes to study. In the case of a course where the core curriculum is previously established, i.e., GED, it may be used as a device by the instructor to ascertain what the student desires as a supplement to the core curriculum. In conclusion, the "needs assessment" should be used by instructors who wish to implement CBAE as a means for planning curriculum geared to a student's wants and needs. Many

times, students have a need/want to study a particular topic but do not communicate this need/want to the instructor for a variety of reasons. This will help reduce the anxiety that exists in some student/teacher relationships. Now select the appropriate materials for the topic to be studied.

The second form is called the pre-test, which is self-explanatory. When a student enters a CBAE classroom and completes a "needs assessment," it is common practice to administer a pre-test to determine what information the student already has knowledge of regarding the topic, if any. This will help the instructor pinpoint the areas of greatest need. The instructor, however, should administer a pre-test indicative of the material that is to be presented in the unit(s).

EXAMPLES:

(1) List five examples of records you would have to keep if you were going to itemize deductions. (From APL unit - "Income Tax")

(2) How is an ability different from an aptitude? (From APL unit - "Choosing a Career")

STEP TWO ➡ COMPETENCY: This is the major prescribed objective. This states what the student will "know" upon completion of the unit. This competency can be as general or specific as the instructor wishes, but should encompass everything the instructor wants the student to be "competent" in regarding a specific topic. This is the prescribed outcome--complex or simple.

EXAMPLES:

SPECIFIC The student with minimal knowledge of linear measurement will demonstrate an ability to distinguish between the different units of measure and be able to use the skills to help solve questions of measurement that they will encounter in everyday situations.

(From Project Process CBAE Module--"Linear Measurement")

GENERAL The student will demonstrate an ability to provide his/her family with nutritional food at an economical cost.

(From Project Process CBAE Module--"Economical Nutrition")

STEP THREE ➧ RATIONALE: This statement tells "why" a student should study this particular topic or why this topic should be studied in order that the student may function proficiently in a complex society. The rationale addresses itself to the competency.

EXAMPLES:

The ability to comprehend a calendar and to write dates, days and months in various forms is a basic life skill. Knowledge of this skill cannot be presumed for the adult student. It is a skill which must be mastered before other adult skills, such as check writing, can be properly learned.

Students in adult basic education are motivated to learn the months of the year, the number of days in each month, and the proper ways to indicate the day's date.
(From Project Process CBAE Module--"Calendar and Dates")

Good health is enhanced when an individual maintains a body weight within the normal weight range for their height and build.
(From Project Process CBAE Module--"Weight Control")

*Note that each of the above rationales specifically states "why" a specific topic should be studied! Note that each, in some way, will benefit the student studying the topic.

STEP FOUR ➧ ENABLING OBJECTIVES: These are prescribed specific objectives and/or outcomes. These enabling objectives serve to break the "competency" into units of study. Each enabling objective serves as an integral part of the overall scheme for the student to travel from "Point A" to "Point B" in an organized, well-defined and prescribed manner. All instructors understand behavioral objectives; these are no different. By dividing the major "competency" into enabling objectives, students are able to digest smaller units of information until they reach the point of "competence" or "mastery" and thus are ready for entry into the next desired area of study.

EXAMPLES:

Student will identify the 4 basic food groups and the number of servings necessary from each daily for a balanced diet.

Student will explain the importance of maintaining proper weight.

Student will demonstrate knowledge of appropriate food choices determined by their calorie content, and compile appropriate one-day menus.

(From Project Process CBAE Module--"Nutrition and Weight Control)

STEP FIVE ➧ LEARNING ACTIVITIES: These are the strategies: a plan of action--the meat of the CBAE unit--a "map" of how the material should be presented by the instructor to the student for the highest possible retention of the material by the student. Learning activities help the instructor present the material in an organized and cohesive manner--a logical order (sequence). These learning strategies help the student gain competence.

CBAE modules are written for group instruction, as well as individualized, self-paced units. For both types of instruction, the instructor should review each module for supplemental needs, such as outside resource people, supplementary reading material, possible field trips, etc., that are deemed necessary for the student to comprehend and master the material being presented. Real-life experiences are used quite extensively in some CBAE modules, i.e., comparison shopping, riding the bus, etc. These activities should be pre-planned by the instructor and student for maximum learning.

For individualized instruction, the student should have an outline detailing the necessary steps for efficiently progressing from Point A to B. Students must be made aware of the requirements and resources necessary for completion of the assigned task before competence can be gained. Learning becomes an enjoyable

experience, and students are not lost in a maze of entangled jargon.

Learning activities, when not provided within the material, are easily written. By reviewing material, the instructor can visualize the necessary steps and the resources needed to accomplish the task. Instructors should formulate learning activities to fit their enabling objectives for consistency of learning.

EXAMPLES:

Student will locate the phone listings for 5 local officials in the telephone book and write them down.

Student should read the sections: "How to Write a Letter to a Legislator" and "What Should My Letter Look Like?"
(From Project Process CBAE Module--"How to Communicate With a Government Official")

Student with teacher guidance will read and discuss Study Sheet 5.
(From Project Process CBAE Module--"Cash or Credit")

Teacher will lead group or individual discussion on why parenting is such a vital function, using "emotional needs" pages as a guideline.
(From Project Process CBAE Module--"Keeping Your Child Healthy")

STEP SIX ➔ EVALUATION: Usually meaning post-assessment, the accountability factor. This is how the instructor certifies, through an assessment tool, that the student has gained competence over the specific topic studied. This assessment may take the form of pencil and paper, oral, or demonstration.

The written post-test is usually included in the module, and most modules use the same assessment for both pre and post-testing. Ideas for oral and/or demonstrative evaluation may also be included.

The evaluation should be constructed in a manner indicative of the material presented in the unit. The instructor should feel free to use the type of evaluation that will best serve as an indicator of what knowledge the student has gained through the study of the topic.

Periodic assessment throughout the unit is highly advisable, as the student may need additional information, or the instructor may want to review the teaching strategies being used. Review of material previously presented is also advised.

EXAMPLE:

Post-test in a discussion format using everyday real parenting situations as the discussion topics. Using both small-group class discussion and individual

student-teacher conferences would probably be the best way to conduct the evaluation.

If a student has gained sufficient writing skills to complete a written test, it could be used instead of or in conjunction with an oral evaluation. This evaluation tool is included at the end of the student section. It is entitled "What Would You Do?" (From Project Process CBAE Module--"Keeping Your Child Healthy")

STEP SEVEN ➡ RECORDKEEPING: Documentation of completed tasks certifying "competence." As the student completes assigned tasks, the instructor should note:

1) what the student has completed, and
2) applicable scores, i.e., pre/post-tests, quizzes, etc.

EXAMPLE:

Topic	Pre-test	Study Guide 1	Study Guide 2	Study Guide 3	Study Guide 4	Post-test
Income tax	64%	(100)	(100)	(100)	(93)	94%
Consumer Spending	42%	(77)	(100)	(82)	(80)	78%
Banking	56%	(94)	(90)			

The above example illustrates that the student has completed two topics and is currently working toward successful completion of "Study Guide 3" in "Banking." While the example is simple, it allows for quick reference as to student progress. Actually, each "study guide" is a quiz covering an enabling objective. The post-test is an examination of the entire "competency."

It is important to note that more complex examples of recordkeeping are in use in various adult education programs due to accountability factors. Whether simple or complex, records should be used with CBAE materials to record pertinent data. Documentation is very important! Hard data is needed to substantiate a claim of "competency."

Instructors should feel free to construct their own recordkeeping system. Remember, however, these records may follow the student as he/she progresses through various levels of adult education. Therefore, the system must be constructed in such a manner as to allow comprehension by subsequent instructors. Each student should have a record file assessing basic skills levels, the "needs assessment," and applicable records documenting completed competencies on life skills. In addition, according to Karol Kasworm ("Competency-Based Adult Education: A Challenge for the 80's"):

> "The file also provided a composite breakdown of the present assessed level of each functional competency and component objectives of the student."

Many adult education programs across the nation award diplomas and/or carnegie units for completion of CBAE (life skills) curriculum. Therefore, documentation must be present to justify awarding of diplomas and/or credit. Like any new "thrust," CBAE has come under much scrutiny from decision-making bodies, but with proper recordkeeping, CBAE can become an integral part of adult education programs.

SAMPLE NEEDS ASSESSMENT

NAME: _____

Would you like to know about, know more about, and/or study any of the topics listed below? Check Need or Might Need or Don't Need for each topic listed below:

		NEED:	MIGHT NEED:	DON'T NEED:
1.	How to count money	_____	_____	_____
2.	How to measure	_____	_____	_____
3.	Filling out income tax forms	_____	_____	_____
4.	How to get the best buys when shopping	_____	_____	_____
5.	How to understand the ads I see, hear & read	_____	_____	_____
6.	Budgeting my money	_____	_____	_____
7.	How to order food and tip in a restaurant	_____	_____	_____
8.	How to buy a place to live	_____	_____	_____
9.	How to rent a place to live	_____	_____	_____
10.	How to buy a car	_____	_____	_____
11.	How to save on utility bills	_____	_____	_____
12.	How to buy on credit	_____	_____	_____
13.	How to take care of a car	_____	_____	_____
14.	How to live with inflation	_____	_____	_____
15.	Understanding different kinds of insurance	_____	_____	_____
16.	Ordering from a catalog	_____	_____	_____
17.	Using a consumer guide	_____	_____	_____
18.	How to know about phony selling	_____	_____	_____
19.	How to conserve energy	_____	_____	_____
20.	Social Security	_____	_____	_____
21.	Taking care of the things I own (clothes, furniture,etc.)	_____	_____	_____
22.	Safety	_____	_____	_____
23.	Going to the doctor	_____	_____	_____

		NEED:	MIGHT NEED:	DON'T NEED:
24.	Going to the hospital	_____	_____	_____
25.	Pregnancy	_____	_____	_____
26.	Not having more children	_____	_____	_____
27.	Taking care of children and teenagers	_____	_____	_____
28.	Keeping healthy	_____	_____	_____
29.	Getting along with people	_____	_____	_____
30.	Taking care of people who are hurt	_____	_____	_____
31.	Eating good foods	_____	_____	_____
32.	Drugs	_____	_____	_____
33.	Marriage	_____	_____	_____
34.	Divorce	_____	_____	_____
35.	How to use medicine	_____	_____	_____
36.	How to get a lawyer	_____	_____	_____
37.	How to vote	_____	_____	_____
38.	Knowing about federal, state and local governments	_____	_____	_____
39.	Knowing about the courts	_____	_____	_____
40.	Knowing about the police	_____	_____	_____
41.	Civil rights	_____	_____	_____
42.	Knowing about crime and the laws	_____	_____	_____
43.	Knowing about contracts and legal papers	_____	_____	_____
44.	What jobs there are	_____	_____	_____
45.	How to get a job	_____	_____	_____
46.	How to get a better job	_____	_____	_____
47.	Payroll deductions	_____	_____	_____
48.	How to get a promotion	_____	_____	_____
49.	Getting along with others on the job	_____	_____	_____
50.	Job responsibilities	_____	_____	_____
51.	How and where to have fun	_____	_____	_____

		NEED:	MIGHT NEED:	DON'T NEED:
52.	How to tell time	_____	_____	_____
53.	How to use the library	_____	_____	_____
54.	How to use a newspaper	_____	_____	_____
55.	How to use the telephone	_____	_____	_____
56.	Using schedules for buses, trains and planes	_____	_____	_____
57.	How to get a driver's license	_____	_____	_____
58.	Where to find help in the community	_____	_____	_____
59.	How to understand what I read and hear in the news	_____	_____	_____
60.	Read a map	_____	_____	_____

Which thing do you want to learn the most?

_____

Is there anything you want to learn about that is not on this list?

English? _____

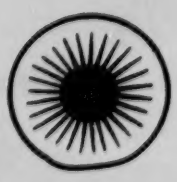
Math? _____

Social Studies? _____

Other? _____

SECTION THREE

SUMMARY OF CBAE TEACHING TECHNIQUES



The following categorization of CBAE teaching techniques is based on results of a survey of staff members of CBAE-related programs in seven states, and the experience of CBAE instructors at Venice-Lincoln Technical Center. The techniques within the categories are listed in order of preference.

Strongly Preferred Techniques

1. Combination of group activities with individualized instruction.
2. Classroom use of reading materials gathered in the community, e.g. newspaper, telephone directory, free literature from agencies, catalogs, etc.

Preferred Techniques

1. Community resource persons as guest speakers or interviewees.
2. Writing letters, e.g. of complaint, orders of merchandise, etc.
3. Individual counseling regarding career plans.
4. Field trips, e.g. libraries, museums, public agencies.
5. Group discussion facilitated by the teacher, group problem-solving (such as "brainstorming"), use of groups and subgroups, group activities in general.
6. Role-playing, e.g. interviews, telephone conversations.
7. Use of audio-visual materials by individual learners, individualized learning packages, and programmed instruction.
8. Demonstrations.
9. Assignment of written work in class.
10. Presentation of audio-visual materials by the teacher.
11. Values clarification activities or values education.
12. Educational games for reinforcing specific skills and knowledge.

Moderately Important Techniques

1. Guided "hands-on" experiences such as cooking.
2. Peer instruction.
3. Simulation games.
4. Assignment to collect literature from the community.
5. Assignment of reading from texts in class.
6. Assignment to watch TV shows.
7. Assignment of oral reports.
8. Student involvement in videotaping class activities.

Minimally Important Techniques

1. Homework assignments involving reading or written work.
2. Lecture.

APPENDIX

APPENDIX A

To help you further understand the many facets of CBAE, the following CBAE resources are available on request at no charge by contacting:

James Parker
OVAE/Div. of Development
and Dissemination
U. S. Department of Education
Washington, D.C. 20202-3586

Report of the USOE Invitational Workshop on Adult Competency Education...the first national report on CBAE issues and activities.

Adult Education Projects That Work...descriptions and documentations of effectiveness for three nationally certified programs--the APL Project, the New York External High School Program, and Project CLASS.

1981 Catalog of Adult Education Projects...abstracts of 280 projects, including some 150 products from twenty areas of adult learning.

CBAE Consultant Resource Guide...40 CBAE experts offer consultation services in 30 areas, from administration to workshop development.

A Field Guide to CBAE...checklist of indicators for "knowing CBAE when you see it." By Ruth Nickse.

Competency-Based Adult Education--Applied...a paper presented by Ruth Nickse at the 1981 AERA Conference.

CBAE Program Planning and Proposal Writing Checklist...an excellent tool for getting your CBAE program funded. By Judith Cope.

CBAE Position Paper...NAPCAE and the ABE Commission take a joint position on competency-based approaches to Adult Education.

Competencies for Adult Basic Education and Diploma Programs... a summary of studies and cross-reference of results. By Joan Fischer.

The DA Report - Implications for CBAE...a CB perspective on the national study of Adult Basic Education.

Profile of American Youth...the executive summary of the 1980 Pentagon study of civilian youth.

Competency Measurement in Vocational Education...a review of the state of the art. Available from Steve Zwillinger, OVAE, Rm. 5026 ROB-3, U. S. Dept. of Education, Washington, D.C. 20202.

Proceedings of the 1980 National CBAE Conference...15 articles by many of the leaders in the CBAE movement.

Professional Development in CBAE...information on available training and development materials from a variety of sources.

Selected Abstracts From the 1982 Catalog of AE Projects... a compilation of CBAE, Life Skill, and related abstracts of current special projects.

APPENDIX B

THE TELEPHONE AND THE TELEPHONE DIRECTORY

ABE - LEVEL I

COMPETENCY: The student will demonstrate the ability to properly use the telephone and the telephone directory.

RATIONALE: Adults use the telephone with almost daily frequency. Adults with problems in reading and writing can, if they master the effective use of the telephone, solve many life situations normally requiring advanced reading and writing skills. Business problems can be resolved which otherwise would have required business correspondence. A wide range of information can be received in calls to libraries, toll-free numbers, and governmental agencies. Knowledge of the various types and costs of long-distance phoning is a valuable consumer asset. Knowledge of how to properly use the telephone directory's Yellow Pages is an important tool for consumer effectiveness. An adult should be able to report to emergency assistance agencies and properly request services from such agencies as fire and police departments and ambulance services. So commonplace is the telephone in an adult's life that the need for each individual to sharpen his or her skills in its use must not be overlooked.

ENABLING OBJECTIVES:

1. The student will demonstrate an ability to read and define the special vocabulary associated with the study of the use of the telephone and telephone directory.

2. The student will demonstrate an ability to use the dial telephone, pushbutton telephone, and the public pay telephone.

3. The student will demonstrate a basic knowledge of what behavior constitutes good telephone manners.

4. The student will be able to properly use the telephone at home and at work. This will include demonstration of proper dialogue to place and receive personal and business calls, to leave and take messages, and handle bothersome calls properly.

5. The student will examine the various parts of the telephone directory and review the contents of each part.

6. The student will be able to alphabetize words and names by first, second, and third letters.

7. The student will demonstrate a knowledge of directory listings such as governmental listings, business listings using the word "The," two-word listings, and listings using numbers or letters in names.

8. The student will demonstrate the ability to use the category arrangement of the Yellow Pages.

9. The student will demonstrate an ability to place an emergency telephone call using proper dialogue in order to receive the needed help.

10. The student will demonstrate a knowledge of the various kinds of calls and how to save money by using direct dialing and discount time periods for long distance telephone calls.

11. The student will be able to place long distance calls, both direct dial and operator-assisted types of calls.

12. The student will demonstrate knowledge of various consumer tips in order to save money on telephone calls, telephone company services and equipment, individually-owned equipment, and toll-free numbers.

13. The student will demonstrate the ability to read and understand the information and charges written or abbreviated on his/her telephone bill.

14. The student will demonstrate knowledge of how to handle consumer problems such as billing errors, installation matters, vacation phone rates, telephone repairs, poor connections, problems with pay telephones, and so on.

LEARNING ACTIVITIES:

1. The Bell System offers to lower elementary grades a resource unit entitled Telezonia, which is accompanied by filmstrips and a teletrainer. Some of this material can be adapted for use in the adult basic education classroom.

2. Local telephone service departments or Phone Center Stores can order for classes individual purse or pocket directories. Students can then develop their own directories.

3. These service departments can also supply classrooms with telephone directories for classroom use. Notice must be given to the service departments so that their consumer supplies will not be depleted.

4. The local service department can supply the latest copy of "Talks, Films" which outlines the various talks and films which can be ordered free to educators for classroom enjoyment. These talks and films cover all aspects of the subject of the telephone and its use. This booklet can also be ordered by calling 1-800-972-0442.

5. Two telephone history museums are open to the public in Illinois (in Chicago, visit the Telephony Museum, and in Springfield visit the Oliver P. Parks Telephone Museum). Group tours can be arranged in both of these.

6. Additional materials may be made available by calling the resource center for educators (1-800-972-5069) offered by The Bell System.

7. The students will be given a telephone directory for their use during the study of this module.

8. The students will read the module pages entitled "Mr. Telephone-Alexander Graham Bell" in order to receive an introduction and background to the subject of the module. Class discussion may follow which would further complement the student's overview of the subject.

9. A personal behavioral survey entitled "Ten Questions" is provided to stimulate the students' personal motivation to improve their usage of the telephone.

10. The students are introduced to the specialized vocabulary associated with telephone usage. A crossword puzzle can be used as an activity to reinforce the meanings of these telephone-related terms.

11. Flash card exercises could be introduced to further promote the recognition and proper pronunciation of the telephone vocabulary terms.

12. Actual practice in using the dial and pushbutton telephone and the pay telephone should be provided. Teletrainers would be ideal as they provide the most realistic substitution. Toy models might be used. Pay telephones within the school, if they exist, would be ideal.

13. A worksheet covering the physical use of the telephone is provided.

14. Practice using good telephone manners and good dialogue techniques for home and business should be given. The class should role play such situations:

    a) a call to a business to place an order;

    b) a call to a friend who is not at home (a message must be left);

    c) a wrong number;

    d) a call to invite someone to a gathering (complete with giving information as to date, time, place, activity, dress, etc.);

    e) a call to a business for information;

    f) an emergency call to report a fire;

    g) a call to the home by a salesperson for sales purposes;

    h) a call to a doctor's office to make an appointment;

    i) answering a call at work.

15. The role playing should involve two-party dialogue to give students as much practice in as many different types of conversations as possible.

16. Student worksheets on good telephone manners and use of the telephone at home and work are provided.

17. A student worksheet covering the material entitled "Kinds of Calls" is provided. Practice should be given in the proper telephone dialogues to place the operator-assisted calls.

18. Several worksheets providing practice in alphabetical order and alphabetizing are included as preparation for the study of the telephone directory. Once acquired, this life skill can prove very useful to the students.

19. With telephone directories at hand, the class will read the module pages entitled "Parts of the Telephone Directory" and examine these parts in the directories. Many students will be surprised at the amount of varying information contained in the directory.

20. Using the provided worksheets and telephone directories, the students will practice reading and using the entries of the White Pages and the Yellow Pages. The exercise for the Yellow Pages provides a "Scavenger Hunt" type of activity. This idea can be expanded until students are comfortable with the categorical arrangement of these pages.

21. The students will compile a list of emergency and frequently used telephone numbers for placement next to their own home phones. Dialogue for emergency situations should again be reviewed.

22. The last section of the module on consumerism is designed to give students information to help them cut their own telephone expenses and techniques for using the telephone as a time and expense-saving tool. A worksheet is provided to cover this material.

23. Information is provided so students will learn to whom to turn if problems arise in their use of the telephone or telephone directory.

24. Students should refer to one of their own telephone bills when covering the module material entitled "Understanding Your Bill." The telephone directory Customer Guide pages offer a complete explanation of its parts and abbreviations. Examining an actual bill will do much toward making students aware of its contents and able to act as responsible consumers in its management.

EVALUATION: Informal evaluation of students' ability to correctly use the telephone and telephone directory will be made by the teacher. This will be based on the students' completion of the worksheet exercises and the classroom activities, such as role-playing and dialogue practices. Extra help will be given to any student who has not mastered the functional use of the telephone, the telephone directory, and proper telephone dialogue techniques.

APPENDIX C

I. CRITICAL ELEMENTS OF CBAE

(Joint position of the National Association for Public Continuing and Adult Education and the Commission on Adult Basic Education)

1. PHILOSOPHY - CBAE is built on adult learning principles, including the interaction of life activities with learning processes.

2. DIAGNOSIS - Measurement of individual skills and needs recognizes and builds on adult experiences.

3. OBJECTIVES - Intended outcomes are publicly stated and agreed upon by facilitator and learner, reflecting the adult's needs and wants.

4. LEARNING STRATEGIES - A variety of learning methods are available to reach an individual's goals.

5. FLEXIBLE TIME - Since competency is the intended outcome, sufficient time for mastery is made available.

6. ASSESSMENT - Multiple assessment techniques are utilized for the demonstration of competency, and as data for modification of program processes.

7. RELATIVITY - Competency changes as the world changes. CBAE programs need to change if they are to maintain accountability.

8. RECOGNITION - Formal recognition of attained competency is presented to the adult learner.

II. DEFINITIONS OF CBAE

1. From the Delphi Survey:

"Competency-Based Adult Education (CBAE) is a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society."

2. From William Spady (more elaborate definition):

"CBAE is a data-based, adaptive, performance oriented set of integrated processes that facilitate, measure, record, and certify within the complex of flexible time parameters the demonstration of known, explicitly stated and agreed upon learning outcomes that reflect successful functioning in life roles."

III. ADDITIONAL SOURCES

Adler, L. "Designing Competency-Based Learning Centers." *Adult Literacy and Basic Education.* 3 (Spring, 1979): 179-184.

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Bureau of Adult, Continuing and Community Education of New Jersey. *Competency Based Adult Education: An Organized Approach to Effective Programming in New Jersey.* Upper Montclair, New Jersey: State Department of Education, Resource Dissemination Center, Montclair State College.

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Cervero, Ronald. *The Relationship Between the GED Testing Program and Competency-Based Education.* Chicago: University of Chicago, 1978.

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Nickse, R. S. *Assessing Life-Skills Competence.* Belmont, California: Pitman Learning, 1980.

Nyer, L. "Research Issues in Competency Based Adult Education." *Proceedings of a National Invitational Workshop on Competency-Based Adult Education.* Austin: University of Texas, 1979.

Parker, James T. and Taylor, Paul G., Ed. *The CB Reader: A Guide to Understanding the Competency-Based Adult Education Movement.* National Adult Education Clearinghouse, Montclair State College, NJ 1979.

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Spady, William G. "Competency-Based Education: A Bandwagon in Search of a Definition." *Educational Researcher,* January 1977, pp. 9-14.

Taylor, Paul G. *Selected Issues in Competency-Based Adult Education: A Delphi Study.* Research study prepared for the USOE Invitational Workshop on Adult Competency Education, April 1978. Washington, D. C.: U. S. Department of Education, 1978. Offset.

Tibbetts, J. W. and Westby-Gibson, D. "Process Approaches to CBAE Staff and Program Development: The California Experience." *Adult Literacy and Basic Education.* 3 (Fall, 1979): 201-210.

U. S. Department of Education. *Report of the USOE Invitational Workshop on Adult Competency Education.* Washington, D. C. 1978.

BIBLIOGRAPHY

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Weights and Measures I (CBAE Module)	ABE	Very good	Clovis Adult School	
Coins and Currency I (CBAE Module)	ABE	Very good	1.Clovis Adult Sch. 2.Urbana Adult Ed.	Good for reaching low-level student
Preparing a Budget I (CBAE Module)	ABE	Good	1.Clovis Adult Sch. 2.Urbana Adult Ed.	Good as supplement
The Calendar and Dates, Level I (CBAE Module)	ABE	Very good	*Urbana Adult Ed. (Proj. Process)	High student interest
The Telephone and Telephone Directory Level I (CBAE Module)	ABE	Excellent	*Urbana Adult Ed. (Proj. Process)	High student interest
Functional Vocabulary Development-Part 1, Level I (CBAE Module)	ABE	Excellent	*Urbana Adult Ed. (Proj. Process)	Good classroom group activity
Using a City Map, Level I (CBAE Module)	ABE	Excellent	*Urbana Adult Ed. (Proj. Process)	High student interest
Functional Vocabulary Development-Part 2, Level I (CBAE Module)	ABE	Excellent	*Urbana Adult Ed. (Proj. Process)	Good classroom group activity
Linear Measurement, Level I (CBAE Module)	ABE	Very good	*Urbana Adult Ed. (Proj. Process)	
Money, Level I (CBAE Module)	ABE	Very good	*Urbana Adult Ed. (Proj. Process)	Good with lowest level students
Voting I (CBAE Module)	ABE	Good	1.Clovis Adult Sch. 2.Region IV Service Center	Good for students interested in participating in this unit of study.
Social Security I (CBAE Module)	ABE	Good	1.Clovis Adult Sch. 2.Reg. IV Service Center	Good for students interested in participating in this unit of study.

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Income Tax (Teacher-made)	ABE	Good	Urbana Adult Ed.	Good for review of basic math functions and the specialized vocabulary study
Your Attitude and You	ABE	Excellent	Scriptographic Booklet (Urbana Adult Ed.)	Difficult reading but a unit highly praised by students. Very motivational.
Job Interview I (CBAE Module)	ABE	Good	1.Clovis Adult Sch. 2.Reg. IV Service Center	Good for students needing this information
Finding a Job I (CBAE Module)	ABE	Good	1.Clovis Adult Sch. 2.Reg. IV Service Center	Good for students needing this information--not for all students.
Job Application and Interviews (Proj. Survival Skills)	ABE	Good	Curriculum Publications Clearinghouse	Good for students needing this information
Job Leads (Proj. Survival Skills)	ABE	Good	Curriculum Publications Clearinghouse	Good for students needing this information
Check Writing (Teacher-made unit)	ABE	Very good	Reg. IV Service Center	Teacher-made lifeskill unit from a variety of additional sources. Used as supplement.
Read the Instructions First	ABE	Good	New Readers Press	Good material to teach students relevance of following directions.
Selecting a Good Buy I (CBAE Module)	ABE	Excellent	1.Clovis Adult Sch. 2.Reg. IV Service Center	Material relevant to ABE students
Essential Mathematics For Life	ABE; Pre-GED; GED	Excellent	Scott, Foresman	Attractive format. Good practice - vocabulary list.
Number Power, Book 1	ABE; Pre-GED	Excellent	Contemporary	Excellent practice. Easy to follow format. Clear examples.

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Number Power, Book 2	ABE; Pre-GED	Excellent	Contemporary	Good intro. text. Excellent practice. Easy to follow format. Clear examples.
Scott, Foresman Adult Reading: Comprehension Series				
1. People Book A Book B Book C Book D Book E Book F	ABE Pre-GED	Very good	Scott, Foresman	Excellent, high interest series. Thought-provoking questions. Outstanding as supplemental reading.
2. Messages Book A Book B Book C Book D Book E Book F	ABE Pre-GED	Very good	Scott, Foresman	Excellent, high interest series. Thought-provoking questions. Outstanding as supplemental reading.
3. Cultures Book A Book B Book C Book D Book E Book F	ABE Pre-GED	Very good	Scott, Foresman	Excellent, high interest series. Thought-provoking questions. Outstanding as supplemental reading.
4. Coping Book A Book B Book C Book D Book E Book F	ABE Pre-GED	Very good	Scott, Foresman	Excellent, high interest series. Thought-provoking questions. Outstanding as supplemental reading.

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Life Skills Math	Pre-GED; GED	Excellent	Educational Design, Inc.	Skills appropriate for adult students
Life Skills Math 2-Exercise Supplement	Pre-GED; GED	Very good	Educational Design, Inc.	Many exercises relevant to teaching life-skills
Reaching Math Competence	ABE; GED	Very good. Excellent.	Cambridge	Integration of math skills and life-skills. Excellent for advanced students.
Improving Math Competence	ABE; GED	Very good. Excellent.	Cambridge	Not as good as first text, but serves the purpose.
Solving Life Problems Series	ABE	Very good. Good. Poor.	McGraw-Hill	Fine supplementary materials. Reading text for low-level readers.
Reading: Everyday Survival Skills	ABE	Good	Hayes School Publishing Co., Inc.	Worksheets for low-level readers. Fine supplementary materials. Note: For Everyday Survival Skills & Solving Life Problems: "Some of the material seems to complicate a simple issue or problem to the point of thoroughly confusing and frustrating both students and teachers." (from concerned instructor)
First Aid I (CBAE Module)	ABE	Good	Clovis Adult School	Need several supplements for unit. May be better off using alternate sources.
English As A Second Language	ESL	Good	Modulearn	Used for ESL students to instruct these students in survival skills

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Life Skills Problem Solving I, II, III	ABE; GED	Good	Lakeshore	For very low-level math students
Mathematics in Daily Living Book 1 Book 2 Book 3 Book 4	GED	Poor	Steck-Vaughn	Format is poor. Material presented in a style that is too abrupt, brief, and lacks support.
Language in Daily Living Book 1 Book 2 Book 3 Book 4	GED	Poor	Steck-Vaughn	Format is poor. Material presented in a style that is too abrupt, brief, and lacks support.
Reading Competence	ABE	Good	1. Cambridge 2. Reg. IV Serv.Ctr. 3. Proj. Process	Good integration of reading skills with survival skills
Reading Improvement	ABE	Good. Very good.	1. Cambridge 2. Reg. IV Serv.Ctr. 3. Proj. Process	Good integration of reading skills with survival skills
Reading Achievement	GED	Good	Cambridge	Works well when supplementing with other more academic materials.
Preparing for the Illinois Driver's License	ABE	Very good	Urbana Adult Ed. Center	Helps ABE students to obtain driver's license. Printing signs in color would be useful.
Understanding the Automobile	GED	Excellent	Follett Ed. Corp.	High interest to stimulate reading for details. Basic-not advanced technology.

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Mathematical Skills; Films and Tests MST 20-Graphs MST 23, 24 - Word Problem Skills MST 17-Measurement	GED	Excellent	Continental Press	Enhance math skills. Pre-test - inventory. Post-test - achievement. Awareness of skills needed, personal skills assessment, goal setting, aptitude, evaluation.
Arithmetic Skill-Text Part A Part B Part C	ABE	Good to excellent	Reg. IV Serv. Center	Good for individual, small group or class instruction.
Fundamental Forms Skill Text	ABE	Excellent	Special Service Supply	Parts of material used by mos of class. Material needs to be updated by publisher.
The Law For You	ABE	Very good	Follett	Should be used by those students who express an interest in subject.
Skills for Everyday Living	ABE	Excellent	Motivation, Inc.	Has good projects that can be completed individually, or as class project
Project Survival Skills Health Units: Community Health Services Birth Control Parenting Skills First Aid Nutrition Habits for Health	ABE	Excellent	1. Curriculum Publications Clearinghouse 2. Urbana Adult Ed.	Excellent for teaching basic health concepts to low-level adult students. No supplements needed for these units.

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Auto Insurance II (CBAE Module)	ABE	Very good	Clovis Adult Sch.	Good for students interested in this topic.
Credit II (CBAE Module)	ABE	Very good	Clovis Adult Sch.	Really good unit for teaching good credit management
Comparative Shopping for Grocery Items I (CBAE Module)	ABE	Good	Clovis Adult Sch.	Introduces concepts helpful tp those adults on limited budget
Working With Time, Level I (CBAE Module)	ABE	Excellent	*Urbana Adult Ed. (Proj. Process)	Many exercises designed to facilitate learning. Introduces basic concepts of telling time. Well received by adult students.
Sales Shopping, Level II (CBAE Module)	ABE	Very good	*Urbana Adult Ed. (Proj. Process)	Has been well received by students. Well written. Introduces and expounds upon many concepts needed by students to be effective in the market place.
English for Adult Competency Book 1 Book 2	ESL	Very good	Prentice-Hall	Competency objectives outlined at the beginning of each unit. The visuals and dialogues are typical of language usage in real life situations. Pre-post assessment is included.
Getting Medical Assistance	Health Education	Very good	Follett	
Family Planning	Health Education	Very good	Follett	Good for use as a supplement in health course
APL Coping Series: Health I Health II	Health Education	Very good	Harcourt, Brace, Jovanovich	Good to use for introduction of basic health needs for adults and their children.

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Nutrition and Weight Control, Level I (CBAE Module)	ABE	Excellent	*Urbana Adult Ed. (Proj. Process)	Well organized. Excellent supplement to health unit.
Economical Nutrition, Level II (CBAE Module)	ABE; Pre-GED	Excellent	*Urbana Adult Ed. (Proj. Process)	Should be used with students who have reading level above Grade 6.
Insurance--A Mini-Course, Level II (CBAE Module)	Pre-GED	Very good	*Urbana Adult Ed. (Proj. Process)	Takes a lot of the complexities out of buying insurance.
Housing Needs II (CBAE Module)	ABE; Pre-GED	Very good	Clovis Adult Sch.	May need to be updated, otherwise very good.
Banking II (CBAE Module)	ABE; Pre-GED; GED	Excellent	Clovis Adult Sch.	
Family Planning II	ABE	Very good	Clovis Adult Sch.	
It's Your Money	GED	Good	Steck-Vaughn	Review, not instruction. Vocabulary, everyday application
Measurement	ABE	Good	William H. Sadlier, Inc.	Workbook, pictures often geared to children. Very low-level.
Systemathix Level A Level C Level E	ABE; Pre-GED	Very good	William H. Sadlier, Inc.	Workbooks. Competency assessments. Money and word problems. Overall, good for teaching basic math skills.
Lifeworks Series: -Understanding Contracts and Legal Documents & Understanding Criminal Law -Becoming a Parent -You and the World of Work	Pre-GED	Good. Very good.	McGraw-Hill	Some units not as good as others. Overall, good for "filling in the gaps" where appropriate. Should be used with students who have 7+ reading levels. Could be expensive to use.

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Lifeworks Series: (continued) - Advertising Techniques and Consumer Fraud - Buying a House and Buying a Mobile Home - Counting Money and Making Change and Making a Budget - Getting Ready for the World of Work. - Moving On and Getting Utilities and Saving Energy - A Realistic Job Search - The Reality of Work and Promotion - Realizing What's Available in the World of Work - Understanding Adolescents and Safety at Home and On the Job - Using Credit and Banking Services and Understanding Income Tax - Your Housing Needs and Renting a Place to Live				

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
Survival Skills Units: -Crimes -Federal Government -State and Local Government -Voting -Getting a Driver's License -Budgeting -Buying a Used Car -Renting an Apartment -Income Tax: Filing the 1040A	ABE Selected Pre-GED	Very good	1. Urbana Adult Ed. 2. Reg. IV Serv. Center 3. Curriculum Publications Clearinghouse	Good for teaching of life-skills after some basic skills have been learned. Very good. Conducive to needs of low-level (2-6) adult students. Vocabulary good. Content good.
Basic Competency Skills 6 Basic Competency Skills 7 Basic Competency Skills 8	ABE	Good	Milliken	Can get duplicating masters. Very relevant for teaching survival math skills. Easy format. May not contain enough examples for students to follow. Everyday situations introduced.
APL Lifeskills Modules: 1. Consumer Education -Metric System -Money Management -Consumer Spending -Catalogs and Consumer Guides -Comparison Shopping -Income Tax -Advertising -Fraud -Home Furnishing -Housing -Transportation -Map Reading -Banking -Credit -Energy	External High School Diploma Program GED High School credit Selected ABE	Very good Excellent	1. Urbana Adult Ed. 2. Reg. IV Serv. Center 3. Curriculum Publications Clearinghouse	Reading level 8+. Instructor should review for possible need of supplemental materials before presenting units. Excellent materials for use in teaching skills necessary for one to function proficiently in society. Selected modules can be used to form core curriculum as needed or required. Material is very interesting. High interest, self-contained (individualized) and very relevant to needs of adult students.

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
2. Occupational Knowledge -Introduction to Occupational Knowledge -Choosing a Career Sources for Job Leads -Job Applications and Interviews -Standards of Behavior on the Job -Financial and Legal Aspects of Employment				
3. Health -Community Health Services -First Aid & Safety -Health & Medical Insurance -Nutrition -Drug Control -Physical Health Maintenance -Family Planning -Prenatal Care -Child Rearing -Adolescent Needs -Mental Health Maintenance -Interpersonal Coping Skills				

TITLE OF MATERIAL	CURRICULUM AREA IN WHICH USED	INSTRUCTOR'S RATINGS	DISSEMINATOR	RELEVANT COMMENTS (IF APPLICABLE)
4. Government & Law -Introduction to Law -Criminal Law -Family Law -Housing Law -Individual Rights -Politics in America -Election Process -The Federal Government -The State Government -The Local Government		*One instructor rated government modules: poor		*One instructor stated that modules should be re-written for clarity and should be revised and up-dated.
How to Communicate With a Government Official, Level III (CBAE Module)	GED	Excellent	*Urbana Adult Ed. (Proj. Process)	Excellent for teaching writing skills within framework of GED class. Very well organized. Easy to follow.
Cash or Credit, Level II (CBAE Module)	ABE GED	Very good	*Urbana Adult Ed. (Proj. Process)	Excellent as supplement when teaching consumer awareness/education.
Weight Control, Level III (CBAE Module)	GED	Excellent	*Urbana Adult Ed. (Proj. Process)	Excellent for supplementing GED math and for student awareness. Well organized module.
Steck-Vaughn Adult Reading Skills: 2200 2300 2400 2500 2600 2700 2800	Pre-GED	Very good	Steck-Vaughn	Good for working on reading skills to prepare for GED. Satisfies some basic competency areas.

DISSEMINATORS

Following is an alphabetized list of mailing addresses for those organizations, agencies, and/or publishers listed under the heading of "Disseminators" found in the "Guide" portion of this bibliography. Please contact these disseminators for information concerning cost and ordering procedures pertaining to specific material listed in the "Guide."

Cambridge
888 Seventh Avenue
New York, New York 10106

Clovis Adult School
914 Fourth Street
Clovis, California 93612

Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, Illinois 60601

Continental Press, Inc.
P. O. Box 554
Elgin, Illinois 60120

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, Illinois 61455

Educational Design, Inc.
47 West 13th Street
New York, New York 10011

Follett Publishing Company
Dept. DM
1010 W. Washington Boulevard
Chicago, Illinois 60607

Hayes School Publishing Co., Inc.
Wilkinsburg, Pennsylvania 15221

Lakeshore Curriculum Material Center
16463 Phoebe Avenue
La Mirada, California 90637

McGraw-Hill
1221 Avenue of the Americas
New York, New York 10020

Milliken Publishing Co.
1100 Research Boulevard
St. Louis, Missouri 63132

Modulearn, Inc.
P. O. Box 667-A
San Juan Capistrano, California 92693

Motivation Development, Inc.
P. O. Box 427
Bishop, California 93514

New Readers Press
Box 131
Syracuse, New York 13210

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Region IV Adult Education
Service Center
Room 123 Brookens Building
1776 East Washington
Urbana, Illinois 61801

Sadlier-Oxford
300 West Washington Street
Chicago, Illinois 60606
(Regional Office)

Scott, Foresman and Co.
Lifelong Learning Division
1900 East Lake Avenue
Glenview, Illinois 60025

Special Service Supply
Box 705
Huntington, New York 11743

Steck-Vaughn Company
P. O. Box 2028
Austin, Texas 78768

Urbana Adult Education
Brookens Building
1776 East Washington
Urbana, Illinois 61801

* Order "Project Process CBAE Modules" from Curriculum Publications Clearinghouse.